

Kentucky School for the Deaf

**Policy on Professional Growth and Evaluation
of Teachers and Certified Personnel**

August 27, 2001



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ASSURANCES

CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The KY School f/t Deaf School District hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (IGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The IGP will be reviewed annually.

All administrators, to include the superintendent, and non-tenured teachers will be evaluated annually.

All tenured teachers will be evaluated a minimum of once every three years.

Each evaluator will be trained and approved in the use of appropriate evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.

Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative.

The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on _____

HARVEY JAY CARSON
Signature of District Superintendent

August 30, 2001

Date

Signature of Chairperson, Board of Education

Date

KSD Evaluation Committee membership for 2001-2002:

Administrators:

Diane Everett, Principal

Warren Scott Haun, Middle School/High School Supervising Teacher

Teachers:

Ginger Lovett, Elementary Teacher

Archie Harris, High School Teacher

Basic Policy

This policy defines the procedure and guidelines for evaluation of the teaching faculty and staff at KSD. It refers to a teacher or certified staff person, who directly instructs students. Positions with limited direct student instruction would also be included in this policy. Examples are librarians and lead teachers. This policy was developed by a team of equal number teachers and administrators.

It is the intent of this policy to improve classroom instruction. Fair and acceptable evaluations can reinforce outstanding individual performance, can identify professional opportunities for individuals, and can provide supportive evidence for addressing unsatisfactory performance.

Administrators (examples: supervising teachers and counselors) hired under the State of Kentucky 18A system will be evaluated yearly using the 18A evaluation procedures and guidelines. Standards and indicators for administrators and counselors will be taken into consideration in the 18A process of evaluation. A Professional Growth section of the 18A evaluation process will serve as the KSD Professional Growth Plan for administrators and is updated yearly.

The KSD Administrative Officer will be the designated contact person for all evaluations covered by this policy. The original copy of all summative evaluations will be filed in the KSD Personnel office. The employee (evaluatee) will receive a copy of their evaluation.

The Principal will be responsible for evaluating all teacher and certified staff in the Instructional Services program. For teacher and certified staff assigned to other KSD programs, such as Outreach Services, Fiscal Support Services, and Regional Educational Programs, their immediate supervisor/program administrator will be responsible for implementation of this evaluation policy.

Procedures and Guidelines for Evaluation(s):

1. The KSD Professional Growth and Evaluation of Certified Personnel Policy explanation and discussion will occur **no later than the end of the first full month of reporting for employment for each school year**. Newly hired employees who report during the middle of the school year will be oriented to the KSD evaluation plan prior to any evaluation observation visits. (704 KAR 3:345, Section 5 (2)).
2. Teachers evaluated under this policy will be evaluated according to the Evaluation Standards and Performance Criteria Standards and Indicators that match their level of employment or job description in Appendix B-D of this policy. The indicators for each standard are a general guideline for primary evaluators to follow. Various products produced for use in the classroom will also be critiqued as part of the evaluation process. These materials might include: lesson plans, unit plans, student work, and assessment tools used to evaluate student performance.

3. Timeframe for Evaluations

Non-Tenured Teachers and Certified Staff:

- a. Non-tenured teachers will be evaluated twice formatively and once summatively every year during their first four years of employment.
- b. The schedule for these evaluations will be:
 1. First formative observation/conference completed **by October 15th**.
(Professional growth activities)
 2. Second formative observation/conference completed **by March 1st**.
(Professional growth activities)
 3. Summative conference, which includes all evaluation data, completed **by April 1st**.
 4. First year teachers assigned to the KTIP (Kentucky Teacher Internship Program) will have three sets of formative evaluations and a summative evaluation under the KTIP regulations (704 KAR 20:690). The Principal will use the KTIP evaluation data to develop a KSD summative evaluation in accordance with this policy for each KTIP teacher participant.

Tenured Teachers and Certified Staff:

- a. Tenured teachers will be evaluated once formatively and once summatively each school year.
- b. The schedule for evaluations will be:
 1. The yearly formative observation/conference will be completed **by December 15th**.
 2. The yearly summative evaluation will be completed **by February 1st**.
 3. If multiple formative observations are necessary, the deadline for the summative evaluation will be **April 1st**.
- c. Tenured teachers may have multiple formative observations/conferences when the first observation is unsatisfactory. These multiple formative observations must be scheduled at least in **30 day intervals** to allow time for growth and improvement.
4. The post-observation conference **must occur within one work week (5 days)** after each formative observation visit. The evaluator assumes the responsibility for planning and organizing the conferences in order for both parties to receive maximum benefit from the discussion.
5. All monitoring or observation of performance of employees covered by this evaluation policy shall be conducted openly and with full knowledge of the employee. (KRS 156.555)

6. Third Party Observers:

- a. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided.

The selection of the third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by **no later than February 15** of the academic year in which the summative evaluation occurs.

If the evaluator and evaluatee have not agreed upon the selection of the third-party observer **within five (5) working days** of the teacher's written request, the evaluator shall select the third-party observer.

7. Professional Growth Plans

- a. 704 KAR 3:345 (2)(c) requires that the evaluation system include a professional growth plan for all personnel evaluated through this policy.
- b. The Professional Growth Plan must be aligned with specific goals and objectives of the school improvement plan and must be reviewed annually. The evaluator and evaluatee must agree upon a meaningful plan aligned with the school improvement plan and designed to enhance and assist the performance of the evaluatee.
- c. The Professional Growth Plan shall be developed during the summative evaluation conference and reviewed annually during the summative evaluation conference for both tenured and non-tenured teachers. For teachers under the KTIP program their KTIP growth plan will be considered their KSD Professional Growth Plan for their second year of employment.
- d. The Professional Growth Plan shall include:
 - 1. the identified School Improvement Plan goal/and or objective
 - 2. the present professional development stage of the evaluatee
 - 3. growth goal(s) and objective(s)
 - 4. procedures and activities
 - 5. additional support
 - 6. expected impact
 - 7. target dates for completion/review
- e. Professional Growth Plans shall be maintained in the employee's evaluation file in the Personnel Office. A copy will be given to the evaluatee at the summative conference meeting.

8. Individual Corrective Action Plan

- a. This plan is developed when an evaluatee receives a “does not meet” rating(s) on the Summative evaluation or when an immediate change is required in behavior. The plan is completed by the evaluator with discussion and assistance from the evaluatee.
- b. The Corrective Action Plan must include the following components.
 1. the specific standard from the Summative Evaluation form that has a “does not meet” rating.
 2. the present stage of professional development:
 - O = Orientation/Awareness
 - A = Preparation/Application
 - I = Implementation/Management
 - R = Refinement/Impact
 3. growth and objective(s) goals
 4. procedures and activities for achieving goal(s) and objectives(s)
 5. appraisal method and target dates
 6. documentation of all reviews, corrective actions, and evaluator’s assistance must be provided periodically (as they occur) to the evaluatee.
- c. The evaluator is responsible to document all actions taken to assist the evaluatee in improving his or her performance.

9. Appeal Process

- a. The evaluatee has the right request an Evaluation Appeals hearing. They must file an Evaluation Appeals Hearing Request form within **ten (10) working days** after the receipt of the final evaluation forms to the Superintendent's office.
 1. a copy of the final summative evaluation forms(s) must be attached to the request form.
 2. it must include a written statement, which details the disagreement and the reason(s) for their disagreement (substance and/or procedural).
 3. the evaluatee and the evaluator will have adequate time before the hearing to review all documents that are presented to the Appeals Panel.
 4. the evaluatee has the right to the presence of their chosen representative at the hearing.
- b. An Evaluation Appeals Hearing committee will be convened to hear the appeal.

Makeup of the Appeals committee:

1. the KSD Administrative Officer will act as chairperson
2. four teacher representatives and two alternates elected by the teachers and certified staff evaluated by this policy

Length of Term:

1. the four teacher representatives will serve three year terms from July 1 to June 30. members may be reappointed or reelected.
- c. The Evaluation Appeals Hearing committee may conduct separate meetings (within **two days** of meeting to review the appeal) in which they may collect additional information and/or testimony from both the evaluator and evaluatee.
 - d. Both parties will be notified of the hearing date.
 - e. The hearing will take place no more than **five (5) work days** after receipt of notification.
 - f. Both the evaluatee and evaluator have the right to be accompanied by chosen representation.
 - g. After reviewing all documents and interviewing both the evaluator and evaluatee, the committee will reach their decision by consensus. They will submit a written opinion within **three (3) work days**. A copy of the decision will be placed in the evaluatee's official file, attached to the Summative evaluation in question.

- h. The entire appeal process must be completed within **fifteen (15) work days**.
- i. The superintendent must respond to the evaluatee within **ten (10) work days** after receipt of the written opinion.
 - 1. For **non-tenured** employees, in cases involving dismissal, the Superintendent's decision, under law, is final.
 - 2. For **tenured employees** facing dismissal, the Superintendent's decision may be appealed to a tribunal created for this purpose. The tribunal members are not employed by the district for which the evaluatee works.

Recommended members of the tribunal would be:

- a. a representative from the Office of Special Instructional Services
- b. a representative from the ECU Teacher Training Program for the Deaf and Hard of Hearing
- c. a member of the KSD Advisory Board

Kentucky School for the Deaf

Pre-Observation Form

(To be completed by the teacher or certified staff and evaluator before the classroom observation)

| | | |
|---------------------|----------------------|--------------|
| Teacher | Observer | Position |
| School | Date | Time |
| Content Area/Grades | No. Students w/IEP's | No. of Stude |

(To be completed by teacher and provided to the observer before the classroom observation.)

Academic Expectations Targeted # _____ # _____ # _____ # _____

Major Lesson Content or (Unit Study) _____

Assessment of Lesson or (Culminating Performance) _____

Special/unique situations or circumstances of which observer should be aware:

Other comments/concerns: _____

Professional Growth (Area of Concentration) _____

| | | | |
|----------------------|------|----------------------|------|
| Observer's Signature | Date | Observer's Signature | Date |
|----------------------|------|----------------------|------|

Evaluation Standards and Performance Criteria for Experienced Teachers

Italic print indicates Middle School/High School/CTE input only

Bold print indicates Primary/Elementary input only

STANDARD 1:

Demonstrates Professional Leadership

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

PERFORMANCE CRITERIA:

The extent to which the teacher:

- 1.1 Builds positive relationships within and between school and community.
 - a. Inviting community leaders to speak
 - b. Participating in a community activity or event
- 1.2. Promotes leadership potential in colleagues.
 - a. Participates in professional growth workshops.
 - b. Attend subject area (core content) training.
- 1.3. Participates in professional organizations and activities.
 - a. KEA / CKEA / KSDEA / CAID / RID
 1. Certificates of attendance on file
 2. Membership cards
 - b. National Core Content membership
 - c. ACTE – participate in the meetings
- 1.4. Writes and speaks/signs effectively.
 - a. Use of ASL and/or English
 - b. Be fluent in both languages
 1. in both written and spoken (signed or verbal) communications
 - c. Use of effective communication and communication etiquette in all school related situations
 1. examples: ARC meetings; teacher meetings; communication with parents, students and staff; written reports
 - d. Participate in SCPI evaluations per SCPI policy
 - e. Use of student's preferred mode of communication (where applicable)
- 1.5. Contributes to the profession knowledge and expertise about teaching and learning.
 - a. Shares information from workshops.
 - b. Accesses community resources to extend teaching opportunities.

- 1.6. Guides the development of curriculum and instructional materials.
 - a. Serves on a curriculum committee/work on a curriculum document.
 - b. Develop a course map
 - c. *Description including learning goals in lesson plans.*
- 1.7 Participates in policy design and development at the local (KSD) school, within professional organizations, and/or within community organizations with educationally related activities.
 - a. Teacher has participated in workshops related to the content area they are teaching (when available).
 - b. Teacher has participated on a committee designed to improve or enhance the school environment, school policies, and/or instructional practice.
 - c. Involvement in committee work with SBDM
- 1.8. Initiates and develops educational projects and programs.
 - a. Participate in staff meetings where student projects are developed.
 - b. Participate in programs developed by the department.
- 1.9. Practices effective listening, conflict resolution, and group-facilitation skills as a team member.
 - a. Participates in various meetings in a positive manner.
 - b. Attend appropriate staff development meetings.
 - c. **Consult supervising teacher and peers**
- 1.10. Demonstrates punctuality and good attendance for all duties.
 - a. On time to work
 - b. No excessive absences.
 - c. On time to and shows good attendance to extra duties; such as 20 point commitments, bus duty, staff meetings, committee meetings, etc.
- 1.11 Adheres to school board policies and administrative procedures.
 - a. Follow requests from immediate supervisor, Principal or Superintendent
 - b. Keeps a folder/binder of procedures in classroom
 - c. Demonstrates knowledge in following policies and procedures correctly, such as code of conduct, child abuse policy, suicide policy
- 1.12 Adheres to state professional Code of Ethics
 - a. Acts professional/practices confidentiality.
 - b. Demonstrates professional rapport with staff and students.

STANDARD 2:

Demonstrates Knowledge of Content

The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.

PERFORMANCE CRITERIA:

The extent to which the teacher:

- 2.1. Communicates a breadth of content knowledge across the discipline(s) to be taught.
 - a. Lesson plans reflect core content
 - b. Confer / collaborate with teachers what needs to be taught.
- 2.2. Communicates a current knowledge of discipline(s) taught.
 - a. Demonstrate that core content is reflected in lesson plans.
 - b. Unit plans/course organizers
- 2.3. Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines.
 - a. *Student generates brochures/posters/dramas (classroom and school wide).*
 - b. *Display student projects*
- 2.4. Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.
 - a. Variety of classroom displays.
 - b. Open discussions on topics
 - c. **Uses a variety of teaching techniques to meet the needs of individual students**
- 2.5. Connects content knowledge to real-world applications.
 - a. Teacher discusses with students how the lesson or unit can be used in the community.
 - b. Provide examples or real world applications.
 - c. **Evidence of authentic assessment**
- 2.6. Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.
 - a. Lesson plans / course outlines /unit outlines
 - b. Student handouts
- 2.7. Analyzes sources of factual information for accuracy.
 - a. *Serve on textbook selection committee*
 - b. *Use of technology such as WebQuest*
 - c. **Observe teacher using accurate information**
- 2.8. Presents content in a manner that reflects sensitivity to a multicultural and global perspective.
 - a. *Use material that introduces new vocabulary that is imbedded in stories that involves multiple races, cultures and ethical backgrounds.*
 - b. *Deaf Culture*
 - c. *Class debates*
 - d. *Use texts and materials that reflect different cultures*
 - e. **Observations, lesson plans/units reflect sensitivity to diversity**

- 2.9. Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.
- a. *Make a collaborative / cross discipline presentation on a class related subject.*
 - b. Department presentations
 - c. Compare lesson/unit plans to avoid duplication of instruction
 - d. Make use of cross disciplinary units
 - e. Serve on curriculum alignment committee

STANDARD 3:

Designs/Plans Instruction

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA:

The extent to which the teacher:

- 3.1. Focuses instruction on one or more of Kentucky's learning goals and academic expectations.
 - a. Pairing of academic expectation goals with class work.
 - b. Demonstrate use of class work to match KY learning goals.
 - c. Evidence in lesson & units plans
- 3.2. Develops instruction that requires students to apply knowledge, skills, and thinking processes.
 - a. Open-response class discussions
 - b. Lesson plans demonstrate high level of thinking skill activities
 - c. Hands on activities.
- 3.3. Integrates skills, thinking processes, and content across disciplines.
 - a. P.O.S. in lesson plans
 - b. Uses open response questions
 - c. Use of Transformation manual
 - d. Unit plans
- 3.4. Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.
 - a. Cooperative learning groups
 - b. Group/individual projects using technology
 - c. **Evidenced in lesson plans, unit plans and observations**
- 3.5. Creates and uses learning experiences that are developmentally appropriate for learners.
 - a. Students will participate in real-life activities
 - b. *Students will have information presented to them in visual, kinesthetic and psych-motor modes to aid in understanding.*

c. Observed in lesson and unit plans

- 3.6. Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences.
 - a. The teacher incorporates diversity in lesson and unit plans
 - b. The teacher displays physical, social, and/or cultural diversity materials.
- 3.7. Arranges the physical classroom to support the types of teaching and learning that are to occur.
 - a. *Student seating for visual clarity of instruction and class interaction.*
 - b. Observation of classroom environment, including bulletin boards/charts/posters
- 3.8. Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning.
 - a. Use of digital camera and of WebQuest (if appropriate and available).
 - b. Use of overhead and/or Slides
 - c. Use of specialized technologies or equipment
 - d. Use of technologies is demonstrated in unit plans & lesson plans
- 3.9. Develops and implements appropriate assessment processes.
 - a. Scoring Guides are used in assessment.
 - b. Various assessments are used to meet students learning styles.
 - 1. documented in lesson plans
 - 2. evident in student work
 - c. Assessments included in student portfolios
- 3.10. Secures and uses a variety of appropriate school and community resources to support learning.
 - a. Use outside resources to make campus presentations related to class content (if applicable).
 - b. Use Internet when applicable.
- 3.11. Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.
 - a. In unit and/or lesson plans, the teacher will include activities that will allow students to use a variety of modes and materials to communicate their own ideas and to express what they have learned.
 - b. Cooperative learning activities/student projects.
- 3.12. Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.
 - a. Revise unit plans
 - b. Update curriculum
 - c. **Pre-observation conference**

STANDARD 4:

Creates/Maintains Learning Climate

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA:

The extent to which the teacher:

- 4.1. Communicates with and challenges students in a supportive manner and provides students with constructive feedback.
 - a. Provides general or specific praise during observation and/or in grading of student work.
 - b. Post evidence of rewards/challenges
- 4.2. Maintains positive classroom interaction by establishing appropriate expectations during group activities
 - a. Reinforces classroom rules
 - b. *Encourage positive role models*
 - c. *Post classroom rules*
 - d. Establish expectations before lessons
- 4.3. Shows consistent sensitivity to individuals and responds to students objectively.
 - a. Consistently applies the Code of Conduct
 - b. Sensitive to students physical and emotional needs.
 - c. Deaf Culture Awareness
 - d. Separate personal perspectives from professional responsibilities.
- 4.4. Shows flexibility and creativity in the development of classroom processes and instructional procedures.
 - a. *The students will be given information in various formats.*
 - b. *The students will have the opportunity to choose how to present information on a given topic.*
 - c. **Documented in lesson plans and unit plans**
- 4.5. Locates and organizes materials and equipment to create an enriched multimedia environment.
 - a. List of resources/equipment in unit plan/lesson plans
 - b. Use of Websites applications, as appropriate
- 4.6. Encourages and supports individual and group inquiry.
 - a. Use of cooperative learning activities.
 - b. Use of individual oral presentations in class.

- c. Student involved instruction.
- 4.7. Uses a variety of classroom management techniques that foster individual responsibility and cooperation.
 - a. Posting classroom rules including student's responsibilities and cooperation.
 - b. Assign individual student responsibility for some aspect of class room work.
- 4.8. Analyzes and changes the classroom to accommodate a variety of instructional strategies.
 - a. Use of technology in lessons plans.
 - b. Increased sensitivity to students learning styles.
 - c. Vary the classroom environment to improve learning.
- 4.9. Works with colleagues to develop an effective learning climate within the school.
 - a. Communicates with colleagues on a student's progress in a different subject area
 - b. Participates on committees
 - c. Collaboration with peers

STANDARD 5:

Implements/Manages Instruction

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA:

The extent to which the teacher:

- 5.1. Communicates specific goals and high expectations for learning.
 - a. Implement Scoring Guides in daily work.
 - b. Implement IEP goals to improve students' reading and writing ability in all classes.
 - a. Encourage students to perform independently.
- 5.2. Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.
 - b. Evidence of connecting with prior knowledge, such as the use of VENN diagrams for discussions
 - c. Incorporate students past experiences and expectations in their work.
- 5.3. Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.
 - a. Use of unit plans and course organizers
 - b. Class activities and manipulatives
- 5.4. Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.

- a. Use manipulatives in performance events and various visual aids, shared reading.
 - b. Display and reinforce reference charts/model expectations.
- 5.5. Provides opportunities for students to increase their knowledge of cultural similarities and differences.
- a. Expose students to different cultural events and identify similarities and differences.
 - b. Use of technology to observe various cultures and to identify similarities and differences
- 5.6. Stimulates students to reflect on their own ideas and those of others.
- a. Examples of students writing, ex: narrative, critique journals, letter to reviewer
 - b. Readers' open response answers
- 5.7. Uses appropriate questioning strategies to help students solve problems and think critically.
- a. Asks higher level questions that require students to compare, justify, contrast, etc.
 - b. Use of the Implementation manual in open response questions to improve students critical thinking processes.
- 5.8. Manages student examination of social issues relative to course content, possible responses, and associated consequences.
- a. Encourage Student's participation in extracurricular and classroom activities.
 - b. Teacher involvement in extracurricular activities that involve social issues.
- 5.9. Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.
- a. Participate in at least one committee.
 - b. Sponsor an organization.
 - c. Participate in at least one student activity.
- 5.10. Presents differing viewpoints when integrating knowledge and experiences across disciplines.
- a. Use of activities such as debates, editorials, and academic or quiz bowls
 - b. Use of materials that present differing viewpoints
- 5.11. Makes effective use of media and technologies.
- a. Use of VCR, computers, and newspapers in classroom
 - b. Use of various computer programs to enhance classroom instruction
- 5.12. Makes efficient use of physical and human resources and time.
- a. Invite other staff members to participate in classroom activities.
 - b. Invite external visitor to lead a classroom discussion.
- 5.13. Provides opportunities for students to use and practice what is learned.
- a. Students will create a personal multimedia project explaining a class related subject.
 - b. Students will be involved in an oral presentation using various formats.
 - c. Student discussion of class work and homework assignments.
- 5.14. Identifies student misconceptions; provides guidance; and offers students continuous

feedback on progress toward expectations.

- a. Teacher-student conferencing
- b. Written assessment: open response/portfolio entries/test/journals/logs
- c. **Teacher interview**

STANDARD 6:

Assesses and Communicates Learning Results

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA:

The extent to which the teacher:

- 6.1. Selects and uses appropriate assessments.
 - a. Use of a variety of appropriate assessment instruments as reflected in: lesson plans, unit plans, student work, student portfolios, observation
- 6.2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.
 - a. Design course work and projects that will explore diversity of the student body in terms of social and cultural issues that relate to core content topics.
 - b. Explore diversity that relates to core content topics
- 6.3. Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.
 - a. Students will demonstrate answers to open response questions.
 - b. Flexibility in using assessments.
 - c. Students will complete models, charts, and graphs in their course work.
- 6.4. Provides opportunities for students to assess and improve their performance based on prior assessment results.
 - a. Teacher-Student interactions to review past experiences to improve learning
 - b. Improvement of English reading and writing skills
 - c. Additional credit for extra work
 - a. Empower students to do more
 - b. Student self assessment
- 6.5. Collects and analyzes assessment data and maintains up to-date records of student progress, using technologies as appropriate.
 - a. Teacher maintains ongoing data of students
 - b. Teacher uses CTBS/CATS to plan IEP goals
 - c. Use of programs such as SSTS to maintain student records
 - d. **Student portfolios**

- 6.6. Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.
 - a. Communicates to parents and students every grading period or regular basis, via e-mail, phone, writing etc.
 - b. Discusses with parents and students in depth about these topics and issues

STANDARD 7:

Reflects/Evaluates Teaching/Learning

The teacher reflects on and evaluates teaching/learning.

PERFORMANCE CRITERIA:

The extent to which the teacher:

- 7.1. Assesses and analyzes the effectiveness of instruction.
 - a. Review testing procedures.
 - b. Analyze open response performance events (self reflection)
 - c. Analyze collection of student work
- 7.2. Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.
 - a. In teacher lesson plans, unit plans, and IEP's, the teacher will include adaptations and modifications to meet the special needs of individual students.
 - b. Sensitivity to students learning styles
- 7.3. Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.
 - a. Review course work as it aligns to the Core Content and Program of Studies to improve student performances
 - b. Review class room activities like demonstrations, teaching methods, and out of class activities to improve student performance.
 - c. Curriculum revisions or updates.
 - c. Frequent check on unit plans

STANDARD 8:

Collaborates with Colleagues/Parents/Others

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA:

The extent to which the teacher:

- 8.1. Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.
 - a. The teacher invites a speaker(s) from the community to support instruction.
 - b. The teacher provides field trips to support instruction.
 - c. Plans collaborative unit with others.
- 8.2. Discusses with parents, students and others the purpose and scope of the collaborative effort.
 - a. Send home monthly reports of student progress
 - b. Meet with parents to discuss student progress
 - c. Communicate with student and parents on a regular basis, documented by phone log, e-mail, teacher notes
 - d. Attends Registration Day
 - e. Documents progress on quarterly reports cards
- 8.3. Articulates expectations for each collaborative event, e.g., time lines and responsibilities.
 - a. Improve IEP Goals by working with other team members on objectives
 - b. Documents collaborative meetings
- 8.4. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.
 - a. Group-team activities written in lesson or unit plan.
 - b. School wide cooperative learning activities
- 8.5. Secures and makes use of school and community resources that present differing viewpoints.
 - a. Internet usage
 - b. Use of community resources: i.e.) guest speakers and field trips
- 8.6. Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.
 - a. Explore with students cultural diversity.
 - b. Models and maintains positive reinforcement system.
- 8.7. Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.
 - a. Use of feedback from parents
 - b. Debates
 - c. Topic Speakers
 - d. Input from an outside source in your core content area
 - e. **Parent (classroom) newsletter**
- 8.8. Analyzes previous collaborative experiences to improve future experiences.
 - a. Lesson plans/unit plans (throughout the years)
 - b. Notes in plan book/feedback from others involved.

- 8.9. Assesses students' special needs and collaborates with school services and community agencies to meet those needs.
- a. Develop and implement IEP
 - b. Make referrals when appropriate
 - c. Attend ARC meetings
 - d. Behavioral chart

STANDARD 9:

Engages in Professional Development

The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.

PERFORMANCE CRITERIA:

The extent to which the teacher:

- 9.1. Establishes priorities for professional growth.
 - a. Attend workshop/conferences in your field.
 - b. Take classes or courses to keep up to date in your field
 - c. Professional growth plan
- 9.2. Analyzes student performance to help identify professional development needs.
 - a. Identifies technology needed by students
 - b. Identifies student needs not presently met
- 9.3. Solicits input from others in the creation of individual professional development plans.
 - a. Team planning/participation in development of plan
 - b. Request input from other staff in application of information and modification to meet needs of deaf students
- 9.4. Applies to instruction the knowledge, skills, and processes acquired through professional development.
 - a. Use of technological advances in teaching methods
 - b. Use of effective classroom management strategies, acquired through participation in the Behavior Institute, workshops and trainings, etc.
- 9.5. Modifies own professional development plan to improve instructional performance and to promote student learning.
 - a. Keeps ongoing growth plan with revision or notes
 - b. Professional development certificate file

STANDARD 10:

Demonstrates Implementation of Technology

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

PERFORMANCE CRITERIA:

The extent to which the teacher:

- *10.1. Operates a multimedia computer and peripherals to install and use a variety of software.
(Limited access to a variety of software at this time.)
 - a. Complete lessons on the computer using programs such as Power Point or Story Weaver
 - b. Use three different software programs as evidenced in teacher produced materials
 - c. Use of SSTs
- 10.2. Uses terminology related to computers and technology appropriately in written and verbal communication.
 - a. Posters/presentations/observations
 - b. Communication between staff.
- 10.3. Demonstrates knowledge of the use of technology in business, industry, and society.
 - a. Students' use of technology in the classroom.
 - b. Teachers' use of technology during lesson presentations.
- *10.4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
(Teachers are not allowed to make connections or install software on their computers at this time)
 - a. Teacher made materials prepared using the computer.
 - b. Lesson plans show evidence of at least weekly student computer use.
 - c. Homework corrected using word processor.
- *10.5. Creates multimedia presentations using scanners, digital cameras, and video cameras.
(Limited access to these specific types of equipment)
 - a. Teachers will create a power point presentation on a subject related to a class.
 - b. Homework produced using pictures from digital camera or scanner
- 10.6. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
 - a. Record grades and other student data in schoolwide grade book program and/or personally developed database, spreadsheet.
 - b. E-mails sent to Homework Center staff in regards to individual assignments.

- *10.7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- (Limited access available to KTLN technology)**
- Communication with the students/staff of other schools
 - Attend ARC meeting with KTLN
- 10.8. Requests and uses appropriate assistive and adaptive devices for students with special needs.
- Aides to work with the students
 - Communicate with the speech teacher.
 - Use Alpha Smart keyboards
 - Use of magnification
- 10.9. Designs lessons that use technology to address diverse student needs and learning styles.
- Use of a knowledge database that allows students to progress at individual rates and individual instruction as needed.
 - Use of Accelerated reader.
- 10.10. Practices equitable and legal use of computers and technology in professional activities.
- Follows KSD Acceptable Use policy for Internet and computer use.
 - Tracks students attendance and grades using SSTS/uses Power Point
 - Models appropriate Internet use.
- 10.11. Facilitates the lifelong learning of self and others through the use of technology.
- Teach students how to use calculator.
 - Teach students how to use the computer to meet their needs.
- 10.12. Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- Reads professional journals on software reviews/seeks help from technology staff and other staff members.
 - Collecting a file of useful websites
 - Use Kentucky Virtual library.
- 10.13. Applies research-based instructional practices that use computers and other technology.
- Units and lesson plans
 - Student products - identify use of WebQuest, oral presentations, (video taped, PowerPoint, etc.).
- 10.14. Uses computers and other technology for individual, small group, and large group learning activities.
- Internet use/TTY/Online homework/Calculators
 - Computer/TV connection / PowerPoint
- 10.15. Uses technology to support multiple assessments of student learning.
- Use of www. To complete work for a greater understanding of topics.

- b. Use of computer software to develop completed work to learn new computer programs that enhance work topics.
- 10.16. Instructs and supervises students in the ethical and legal use of technology.
- a. Instructs and supervises students in the ethical and legal use of technology.
 - b. Administration and instruction of the AUP (Acceptable Use Policy) test of computer and Internet usage

Evaluation Standards and Performance Criteria for New Teachers

NEW TEACHER STANDARD I

DESIGNS/PLANS INSTRUCTION

The teacher designs/plans instruction and learning climates that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA:

The extent to which the teacher's plan:

1. Focuses instruction on one or more of Kentucky's student academic expectations.
2. Develops the student's ability to apply knowledge, skills, and thinking processes.
3. Integrates skills, thinking processes, and content across disciplines.
4. Proposes learning experiences that challenge, motivate, and actively involve the learner.
5. Proposes learning experiences that are developmentally appropriate for learners. Describes experiences for multiple levels of complexity to accommodate students at different levels of performance.
6. Incorporates strategies that address physical, social, and cultural diversity and shows sensitivity to differences.
7. Establishes physical classroom environments to support the type of teaching and learning that is to occur.
8. Includes creative and appropriate use of technology as a tool to enhance student learning.
9. Includes appropriate assessment strategies and processes.
10. Includes comprehensive and appropriate school and community resources that support learning.
11. Includes learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.

NEW TEACHER STANDARD II

CREATES/MAINTAINS LEARNING CLIMATES

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA:

The extent to which the teacher:

1. Communicates with and challenges students in a positive and support manner.
2. Establishes and maintains standards of mutually respectful classroom interaction by establishing the importance of shared expectations during individual and group responsibilities.
3. Shows consistent sensitivity to individual academic, physical, social, and cultural differences and responds to all students in a caring manner.
4. Shows flexibility and modifies classroom processes and instructional procedures as the situation demands.
5. Organizes materials and equipment to create a media-rich environment, including technology.
6. Motivates, encourages, and supports individual and group inquiry.
7. Uses classroom management techniques that foster self-control and self-discipline. Encourages responsibility to self and to others.
8. Promotes student willingness and desire to receive and accept positive and negative feedback.

NEW TEACHER STANDARD III

IMPLEMENTS/MANAGES INSTRUCTION

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA:

The extent to which the teacher:

1. Communicates specific standards and high expectations for learning.
2. Links learning with students' prior knowledge, experiences, and family and cultural backgrounds.
3. Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.
4. Uses multiple teaching/learning strategies that are appropriate to student development level and actively engages students in individual and cooperative learning experiences.
5. Makes appropriate provisions for learning to address diversity among learners.
6. Elicits samples of student thinking and stimulates student reflection on their own ideas and those of others.
7. Uses appropriate questioning strategies to engage students' cognitive processes and stimulate higher-order thinking.
8. Guides students to express, examine, and explain alternative responses and their associated consequences relative to moral, ethical, or social issues.
9. Demonstrates interpersonal/team membership skills and responsible caring behavior with students in facilitating instruction.
10. Uses multiple perspectives and differing viewpoints to facilitate the integration of knowledge and experiences across disciplines.
11. Makes creative and appropriate use of media and technology.
12. Makes efficient use of physical and human resources and time. Facilitates equitable engagement of students on productive tasks.
13. Provides opportunities for students to use and practice what is learned.
14. Identifies student misconceptions, provides guidance, and offers students continuous feedback on progress toward outcomes and expectations.
15. Links learning with student aspirations for future roles.

NEW TEACHER STANDARD IV

ASSESSES AND COMMUNICATES LEARNING RESULTS

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA:

The extent to which the teacher:

1. Uses multiple assessments and sources of data.
2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.
3. Accurately assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program and the Kentucky Instructional Results Information System (KIRIS).
4. Promotes student self-assessment using established criteria and focuses student attention on what needs to be done to move to the next performance level.
5. Systematically collects and analyzes assessment data and maintains up-to-date records of student progress.

NEW TEACHER STANDARD V

REFLECTS/EVALUATES TEACHING/LEARNING

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

PERFORMANCE CRITERIA:

The extent to which the teacher:

1. Accurately assesses, analyzes, and communicates the effectiveness of instruction and makes appropriate changes to improve student learning.
2. Analyzes and evaluates the effects of learning experiences on individuals and on the class as a whole and makes appropriate changes to improve student learning.

NEW TEACHER STANDARD VI

COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA:

The extent to which the teacher:

1. Identifies or recognizes situations when and where collaboration with others will enhance learning for students (e.g., thematic units, individual education plan, and school-based decision making).
2. Articulates the purpose and scope of the collaborative effort.
3. Articulates standards of each collaboration event (e.g., summary, next steps, responsibilities, timeline).
4. Demonstrates productive leadership or team membership skills that facilitate the development of mutually beneficial goals.
5. Demonstrates tolerance to alternative perspectives and options and encourages contributions from school and community resources.

NEW TEACHER STANDARD VII

ENGAGES IN PROFESSIONAL DEVELOPMENT

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

PERFORMANCE CRITERIA:

The extent to which the teacher:

1. Provides evidence of performance levels and articulates strengths and priorities for growth.
2. Articulates a professional development plan to improve his/her own performance and to expand his/her teaching repertoire to facilitate student achievement of the learning goal.
3. Engages in relevant professional development activities and follows through with plan.
4. Shows evidence of improvement in performance and evidence of an increased capacity to facilitate student learning.

NEW TEACHER STANDARD VIII

KNOWLEDGE OF CONTENT

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

PERFORMANCE CRITERIA:

The extent to which the teacher:

1. Accurately communicates the skills and core concepts related to certified academic areas.
2. Effectively applies the methods of inquiry related to the certified academic areas.
3. Incorporates a multicultural/global perspective in content presentations.
4. Utilizes technology related to the certified academic areas.
5. Connects knowledge of the certified academic areas to real life situations.

NEW TEACHER STANDARD IX

DEMONSTRATES IMPLEMENTATION OF TECHNOLOGY

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

PERFORMANCE CRITERIA:

The extent to which the teacher:

1. Operates a multimedia computer and peripherals to install and use a variety of software.
2. Uses terminology related to computers and technology appropriately in written and verbal communication.
3. Demonstrates knowledge of the use of technology in business, industry, and society.
4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
5. Creates multimedia presentations using scanners, digital cameras, and video cameras.
6. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
8. Requests and uses appropriate assistive and adaptive devices for students with special needs.
9. Designs lessons that use technology to address diverse student needs and learning styles.
10. Practices equitable and legal use of computers and technology in professional activities.
11. Facilitates the lifelong learning of self and others through the use of technology.
12. Explores, uses, and evaluates technology resources: software, applications, and related documentation.
13. Applies research-based instructional practices that use computers and other technology.
14. Uses computers and other technology for individual, small group, and large group learning activities.
15. Uses technology to support multiple assessments of student learning.
16. Instructs and supervises students in the ethical and legal use of technology.

INTERDISCIPLINARY EARLY CHILDHOOD EDUCATION (IECE)

704 KAR 20:084 Section 9

Teacher Performance Standards

Adopted January 1995 by the Kentucky Education Professional Standards Board

STANDARD I: Designs/Organizes Instruction

The early childhood educator shall design and organize learning environments, experiences, and instruction that address the developmental needs of infants, toddlers, preschool children, and kindergarten children and goals established by KRS 158.6451.

The early childhood educator shall develop plans for:

- Implementation in a classroom setting;
- Implementation in a home or other settings;
- Implementation by teaching assistants and other staff in a variety of settings; and
- Training teaching assistants, other staff, and parents.

These plans shall include Individual Family Service Plans (IFSP's), Individual Education Programs (IEP's), and transition plans for children across disabilities developed in partnership with family members.

704 KAR 20:084 Section 9(1)

STANDARD I PERFORMANCE CRITERIA: The extent to which the early childhood educator...

| | | | |
|----------|---|----------|---|
| A | designs developmentally/individually appropriate activity-based learning experiences | H | incorporates family resources, priorities and concerns |
| B | makes provisions for special needs | I | relates current learning to transition plans |
| C | plans for safe, healthy environments and activities | J | uses technology to enhance learning and participation |
| D | bases curriculum and instruction on developmental needs and Kentucky's learning goals | K | selects developmentally and individually appropriate strategies and resources |
| E | facilitates positive guidance/self-regulation of the child | L | provides a stimulus-rich indoor/outdoor environment |
| F | links learning with cultural, social and family diversity | M | identifies resources to accomplish management task |
| G | incorporates multiple disciplines and service plans | N | demonstrates knowledge of child development theory/research |

STANDARD II: Creates/Maintains Learning Climates

The early childhood educator shall create appropriate learning environments for infants, toddlers, preschool children, and kindergarten children that are supportive of developmental needs of the age group and goals established by KRS 158.6451. The early childhood educator shall provide developmental and learning activities in

classroom and home settings, and in other settings, such as other preschools, child care programs, and hospitals. Within these settings, the learning context may include individual child activities, parent-child activities, small groups, and large groups. The early childhood educator shall create appropriate learning environment for children with diverse abilities including children with and without disabilities.
704 KAR 20:084 Section 9(2)

STANDARD II PERFORMANCE CRITERIA:
The extent to which the early childhood educator...

| | | | |
|----------|--|----------|--|
| A | facilitates active involvement in a variety of structured and unstructured learning activities | H | adapts environment to address special needs |
| B | facilitates acquisition/integration of skills/concepts | I | facilitates positive interaction between children and adults |
| C | provides guidance/learning cues/positive feedback on progress | J | uses physical/social /temporal environment to engage children and maximize learning |
| D | provides a stimulus-rich indoor /outdoor environment | K | recognizes diversity as a strength in children and families |
| E | uses technology/materials/media to enhance learning/control of the environment | L | operates within legal and ethical guidelines |
| F | manages antecedent /consequent conditions to foster self-management | M | demonstrates knowledge of recommended practices and research in physical /social learning environments |
| G | uses cooperative learning to encourage interpersonal skills | | |

STANDARD III:
Implements/Manages Instruction

The early childhood educator shall introduce, implement, facilitate, and manage development and learning for infants, toddlers, preschool children, and kindergarten children to promote growth toward developmental needs of the age group and goals established by KRS 158.6451. The early childhood educator shall implement instruction in classroom and home settings, through itinerant services, and in other settings such as day care, other preschools, and hospitals. The early childhood educator shall implement instruction for young children with diverse abilities including children with and without disabilities.
704 KAR 20:084 Section 9(3)

STANDARD III PERFORMANCE CRITERIA:
The extent to which the early childhood educator...

| | | | |
|----------|--|----------|--|
| A | facilitates active involvement in a variety of structured and unstructured learning activities | J | uses technology/materials/media to enhance learning and control of the environment |
| B | incorporates multiple disciplines and | K | manages antecedent and consequent |

| | | | |
|----------|--|----------|---|
| | service plans | | condition to foster self management behaviors |
| <i>C</i> | facilitates acquisition/integration of skills/ concepts | <i>L</i> | facilitates positive interactions between children and adults |
| <i>D</i> | implements child oriented strategies to meet individual needs | <i>M</i> | uses physical, social and temporal environment to engage children and maximize learning |
| <i>E</i> | incorporates family-centered activities | <i>N</i> | identifies options/resources for transition to next class/program |
| <i>F</i> | links learning to the child's experiences/ knowledge in a culturally sensitive manner | <i>O</i> | identifies the goal of the management task |
| <i>G</i> | provides guidance/learning cues/positive feedback on progress | <i>P</i> | uses problem-solving and participatory group processes to address management problems |
| <i>H</i> | uses pedagogically sound/legally defensible instructional practices | <i>Q</i> | establishes appropriate timeliness for completing management tasks |
| <i>I</i> | uses adaptations/positioning/handling strategies to involve children in multi-ability groups | <i>R</i> | demonstrates knowledge of recommended practices and research in instructional strategies and management |

STANDARD IV: Assesses & Communicates Learning Results

The early childhood educator shall assess children's cognitive, emotional, social, communicative, adaptive, and physical development; organize assessment information; and communicate the results appropriate to the purpose of the assessment. Assessment purposes shall include:

- Determining learning results;
- Developmental screening;
- Program planning;
- Eligibility for disability services;
- Program evaluation;
- Program on IFSP's and IEP's; and
- Needs for transition to the next educational setting or program.

704 KAR 20:084 Section 9(4)

STANDARD IV PERFORMANCE CRITERIA: The extent to which the early childhood educator...

| | | | |
|----------|---|----------|---|
| <i>A</i> | uses multiple assessment modes and methods with adaptations for children with special needs | <i>F</i> | identifies options and resources for transition to next class/program |
| <i>B</i> | uses assessment tools/procedures according to standards | <i>G</i> | evaluates development/learning in a culturally sensitive manner |
| <i>C</i> | actively involves families in the assessment process | <i>H</i> | applies state/national guidelines/mandates in child evaluation |

| | | | |
|----------|---|----------|--|
| D | collects data systematically and records progress | I | demonstrates knowledge of recommended practices and research in the assessment process |
| E | organizes assessment data and communicates results to families and other team members in every day language | | |

STANDARD V: Reflects/Evaluates Teaching/Learning

The early childhood educator shall reflect on and evaluate teaching and learning situations, learning environments, and programs for infants, toddlers, preschool children, kindergarten children, and their families. This shall include learning situations and programs that are provided in relation to an IFSP or an IEP and by the early childhood educator, a teaching assistant or other staff member, the family, or other caregiver.

704 KAR 20:084 Section 9(5)

STANDARD V PERFORMANCE CRITERIA:

The extent to which the early childhood educator...

| | | | |
|----------|---|----------|---|
| A | articulates and assesses the learning situation with respect to key elements | E | critically reviews and applies research and recommended practices in the program |
| B | applies professional guidelines/mandates in program evaluation | F | involves families, other team members, community patron and advisory boards in evaluation of programs |
| C | evaluates impact of the program on child learning/development | G | proposes changes to improve learning and development |
| D | identifies professional development needs of assistants, staff and volunteers | H | demonstrates knowledge of recommended practices and research in program evaluation |

STANDARD VI: Collaborates with Colleagues/Parents/Others

The early childhood educator shall collaborate and consult with the following to design, implement, and support learning programs for children: staff in a team effort; volunteers; families and primary caregivers; other educational, child care, health and social services providers in an interagency and interdisciplinary team; and, local, state, and federal agencies.

704 KAR 20:084 Section 9(6)

STANDARD VI PERFORMANCE CRITERIA:

The extent to which the early childhood educator...

| | | | |
|----------|------------------------------------|----------|------------------------------------|
| A | uses effective team membership and | H | writes IEPs/IFSPs/transition plans |
|----------|------------------------------------|----------|------------------------------------|

| | | | |
|----------|---|----------|---|
| | interpersonal skills to support collaboration | | with the team |
| <i>B</i> | involves parents as partners on the team | <i>I</i> | articulates children's goals to assistants, staff and volunteers |
| <i>C</i> | involves appropriate persons and agencies to address the situation, problem, or task | <i>J</i> | uses adult learning principles in training and supervision of assistants, staff and volunteers |
| <i>D</i> | follows through on input from other members of the team | <i>K</i> | assesses the professional growth needs of assistants, staff and volunteers in a culturally sensitive manner |
| <i>E</i> | encourages contributions from a variety of sources and backgrounds | <i>L</i> | identifies professional development needs of assistants, staff and volunteer |
| <i>F</i> | collaborates with families/personnel to support child transition | <i>M</i> | evaluates and provides feedback on performance |
| <i>G</i> | makes appropriate referrals and provides functional and appropriate assessments as an interdisciplinary team member | <i>N</i> | demonstrates knowledge of recommended practice and research in interdisciplinary collaboration and consultation |

STANDARD VII: Engages in Professional Development

The early childhood educator shall engage in self-evaluation of teaching and management skills and participate in professional development to improve performance. This shall include the following performance areas:

- Designing and planning developmental and learning activities;
- Creating learning environments;
- Implementing and managing activities;
- Assessing children's learning development
- Evaluating learning situations and environmental programs; and
- Collaborating with colleagues, parents, and others.

704 KAR 20:084 Section 9(7)

STANDARD VII PERFORMANCE CRITERIA: The extent to which the early childhood educator...

| | | | |
|----------|--|----------|---|
| <i>A</i> | assess own performance and identifies areas for growth | <i>D</i> | demonstrates professional growth through participation in professional organizations |
| <i>B</i> | articulates a professional development plan | <i>E</i> | critically reviews and applies research and recommended practices in the program |
| <i>C</i> | shows documented evidence of growth and performance | <i>F</i> | expands personal knowledge of child development, interdisciplinary practice and family centered service |

STANDARD VIII: Supports Families

The early childhood educator supports and promotes the self-sufficiency of families as they care for and provide safe, healthy, stimulating, and nurturing environments for young children.

704 KAR 20:084 Section 9(8)

STANDARD VIII PERFORMANCE CRITERIA:

The extent to which the early childhood educator...

| | | | |
|----------|---|----------|---|
| <i>A</i> | assists family in articulating priorities, concerns and resources | <i>E</i> | implements a continuum of family-oriented services |
| <i>B</i> | demonstrates sensitivity to family differences | <i>F</i> | applies adult learning principles to parent education activities |
| <i>C</i> | implements family-centered services which support child development | <i>G</i> | uses varied two-way communication strategies |
| <i>D</i> | informs families of legal rights and program procedures | <i>H</i> | demonstrates knowledge of recommended practice and research in family systems theory and family centered services |

ISLLC

Evaluation Standards and Performance Criteria for Education Administrators

(all performance criteria may not apply to all administrative positions.)

Standard 1: Vision

A school administrator is an educational leader who promotes the success of all students by **facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**

- 1.1 The vision and mission of the school are effectively communicated to staff, parents, students, and community
- 1.2 The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- 1.3 The core beliefs of the school vision are modeled for all stakeholders
- 1.4 The vision is developed with and among stakeholders
- 1.5 The contributions of school community members to the realization of the vision are recognized and celebrated
- 1.6 Progress toward the vision and mission is communicated to all stakeholders
- 1.7 The school community is involved in school improvement efforts
- 1.8 The vision shapes the educational programs, plans, and actions
- 1.9 An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.
- 1.10 Assessment data related to student learning is used in developing the school vision and goals
- 1.11 Relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- 1.12 Barriers to achieving the vision is identified, clarified, and addressed
- 1.13 Needed resources are sought and obtained to support the implementation of the school mission and goals
- 1.14 Existing resources are used in support of the school vision and goals
- 1.15 The vision, mission, and implementation plans are regularly monitored, evaluated and revised

Standard 2: School Culture and Learning

A school administrator is an educational leader who promotes the success of all students by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

- 2.1 All individuals are treated with fairness, dignity, and respect
- 2.2 Professional development promotes a focus on student learning consistent with the school vision and goals
- 2.3 Students and staff feel valued and important
- 2.4 The responsibilities and contributions of each individual are acknowledged
- 2.5 Barriers to student learning are identified, clarified, and addressed
- 2.6 Diversity is considered in developing learning experiences
- 2.7 Life long learning is encouraged and modeled
- 2.8 There is a culture of high expectations for self, student, and staff performance
- 2.9 Technologies are used in teaching and learning
- 2.10 Student and staff accomplishments are recognized and celebrated
- 2.11 Multiple opportunities to learn are available to all students
- 2.12 The school is organized and aligned for success
- 2.13 Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- 2.14 Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- 2.15 The school culture and climate are assessed on a regular basis

- 2.16 A variety of sources of information is used in making decisions
- 2.17 Student learning is assessed using a variety of techniques
- 2.18 Multiple sources of information regarding performance are used by staff and students
- 2.19 A variety of supervisory and evaluation models is employed
- 2.20 Pupil personnel programs are developed to meet the needs of students and their families

Standard 3: Management

A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment**

- 3.1 Knowledge of learning, teaching, and student development is used to inform management decisions
- 3.2 Operational procedures are designed and managed to maximize opportunities for successful learning
- 3.3 Emerging trends are recognized, studied, and applied as appropriate
- 3.4 Operational plans and procedures to achieve the vision and goals of the school are in place
- 3.5 Collective bargaining and other contractual agreements related to the school are effectively managed
- 3.6 The school plant, equipment, and support systems operate safely, efficiently, and effectively
- 3.7 Time is managed to maximize attainment of organizational goals
- 3.8 Potential problems and opportunities are identified
- 3.9 Problems are confronted and resolved in a timely manner
- 3.10 Financial, human, and material resources are aligned to the goals of schools
- 3.11 The school acts entrepreneurially to support continuous improvement
- 3.12 Organizational systems are regularly monitored and modified as needed
- 3.13 Stakeholders are involved in decisions affecting schools
- 3.14 Responsibility is shared to maximize ownership and accountability
- 3.15 Effective problem-framing and problem-solving skills are used
- 3.16 Effective conflict resolution skills are used
- 3.17 Effective group-process and consensus-building skills are used
- 3.18 Effective communication skills are used
- 3.19 There is effective use of technology to manage school operations
- 3.20 Fiscal resources of the school are managed responsibly, efficiently, and effectively
- 3.21 A safe, clean, and aesthetically pleasing school environment is created and maintained
- 3.22 Human resource function

Standard 4: Collaboration

A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources**.

- 4.1 High visibility, active involvement, and communication with the larger community is a priority
- 4.2 Relationships with community leaders are identified and nurtured
- 4.3 Information about family and community concerns, expectations, and needs is used regularly
- 4.4 There is outreach to different business, religious, political, and service agencies and organizations
- 4.5 Credence is given to individuals and groups whose values and opinions may conflict
- 4.6 The school and community serve one another as resources
- 4.7 Available community resources are secured to help the school solve problems and achieve goals
- 4.8 Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- 4.9 Community youth family services are integrated with school programs

- 4.10 Community stakeholders are treated equitably
- 4.11 Diversity is recognized and valued
- 4.12 Effective media relations are developed and maintained
- 4.13 A comprehensive program of community relations is established
- 4.14 Public resources and funds are used appropriately and wisely
- 4.15 Community collaboration is modeled for staff
- 4.16 Opportunities for staff to develop collaborative skills are provided

Standard 5: Integrity, Fairness, Ethics

A school administrator is an educational leader who promotes the success of all students by acting **with integrity, fairness, and in an ethical manner**

- 5.1 Examines personal and professional values
- 5.2 Demonstrates a personal and professional code of ethics
- 5.3 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- 5.4 Serves as a role model
- 5.5 Accepts responsibility for school operations
- 5.6 Considers the impact of one's administrative practices on others
- 5.7 Uses the influence of the office to enhance the educational program rather than for personal gain
- 5.8 Treats people fairly, equitably, and with dignity and respect
- 5.9 Protects the rights and confidentiality of students and staff
- 5.10 Demonstrates appreciation for and sensitivity to the diversity in the school community
- 5.11 Recognized and respects the legitimate authority of others
- 5.12 Examines and considers the prevailing values of the diverse school community
- 5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior
- 5.14 Opens the school to public scrutiny
- 5.15 Fulfills legal and contractual obligations
- 5.16 Applies laws and procedures fairly, wisely, and considerately

Standard 6: Political, Economic, Legal

A school administrator is an educational leader who promotes the success of all students by **understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

- 6.1 The environment in which schools operate is influenced on behalf of students and their families
- 6.2 Communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
- 6.3 There is ongoing dialogue with representatives of diverse community groups
- 6.4 The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
- 6.5 Public policy is shaped to provide quality education for students
- 6.6 Lines of communication are developed with decision makers outside the school community

Kentucky School for the Deaf
Formative Data Collection Summary Sheet

(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricula activities, professional development activities, etc.)

Observee _____ Content Area Grade(s) _____

Observer _____ Position _____

Classroom Observation Information:

Date _____ Unit of Study/Lesson _____

Time _____ Academic Expectations (No.'s) _____

(If more room is needed for recording purposes, use plain paper and attach to this form using a continuation of the page numbering format depicted on each page.)

STANDARDS/PERFORMANCE CRITERIA

Standard 1: Demonstrates Professional Leadership: *The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.*

| | |
|---|--|
| 1.1. Builds positive relationships within and between school and community. | 1.8 Initiates and develops educational projects and programs. |
| 1.2. Promotes leadership potential in colleagues. | 1.9. Practices effective listening, conflict resolution, and group facilitation skills as a team member. |
| 1.3. Participates in professional organizations and activities. | 1.10. Demonstrates punctuality and good attendance for all duties. |
| 1.4. Writes and speaks effectively. | 1.11. Adheres to school board policies and administrative procedures. |
| 1.5. Contributes to the professional knowledge and expertise about teaching and learning. | 1.12. Adheres to the state professional Code of Ethics. |
| 1.6. Guides the development of curriculum and instructional materials. | Standard 1. (Considerations for professional growth plan.) |
| 1.7. Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities. | |

Standard 2: Demonstrates Knowledge of Content: *The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.*

| | |
|---|---|
| 2.1. Communicates a breadth of content knowledge across the discipline(s) to be taught. | 2.6. Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught. |
| 2.2. Communicates a current knowledge of discipline(s) taught. | 2.7. Analyzes sources of factual information for accuracy. |
| 2.3. Demonstrates a general knowledge that allows for integration of ideas and information across the discipline. | 2.8. Presents content in a manner that reflects sensitivity to a multicultural and global perspective. |
| 2.4. Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles. | 2.9. Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction. |
| 2.5. Connects content knowledge to real-world applications. | Standard 2. Considerations for professional growth plan.) |

Standard 3: Designs/Plans Instruction: *The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

| | |
|---|--|
| 3.1. Focuses instruction on one or more of Kentucky's learning goals and academic expectations. | 3.8. Includes creative and appropriate use of technologies (e.g. audiovisual equipment, computers, lab equipment, etc.) to improve student learning. |
| 3.2. Develops instruction that requires students to apply knowledge, skills, and thinking processes. | 3.9. Develops and implements appropriate assessment processes. |
| 3.3. Integrates skills, thinking processes, and content across disciplines. | 3.10. Secures and uses a variety of appropriate school and community resources to support learning. |
| 3.4. Creates and uses learning experiences that challenge, motivate and actively involve the learner. | 3.11. Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative. |
| 3.5. Creates and uses learning experiences that are developmentally appropriate for learners. | 3.12. Uses knowledge acquired from past teaching experiences to anticipate instructional challenges. |
| 3.6. Develops and incorporates strategies that address physical, social, and cultural diversity and that show sensitivity to differences. | Standard 3. (Considerations for professional growth plan.) |
| 3.7. Arranges the physical classroom to support the types of teaching and learning that are to occur. | |

Standard 4: Creates/Maintains Learning Climate: *The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge/*

| | |
|---|---|
| 4.1. Communicates with and challenges students in a supportive manner and provides students with constructive feedback. | 4.6. Encourages and supports individual and group inquiry. |
| 4.2. Maintains positive classroom interaction by establishing appropriate expectations during group activities. | 4.7. Uses a variety of classroom management techniques that foster individual responsibility and cooperation. |
| 4.3. Shows consistent sensitivity to individuals and responds to students objectively. | 4.8. Analyzes and changes the classroom to accommodate a variety of instructional strategies. |
| 4.4. Shows flexibility and creativity in the development of classroom processes and instructional procedures. | 4.9. Works with colleagues to develop an effective learning climate within the school. |
| 4.5. Locates and organizes materials and equipment to create an enriched multimedia environment. | Standard 4. (Considerations for professional growth plan.) |

Standard 5: Implements/Manages Instruction: *The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

| | |
|---|--|
| 5.1. Communicates specific goals and high expectations for learning. | 5.9. Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction. |
| 5.2. Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles. | 5.10. Presents differing viewpoints when integrating knowledge and experiences across disciplines. |
| 5.3. Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned. | 5.11. Makes effective use of media and technologies. |
| 5.4. Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences. | 5.12. Makes efficient use of physical and human resources and time. |
| 5.5. Provides opportunities for students to increase their knowledge of cultural similarities and differences. | 5.13. Provides opportunities for students to use and practice what is learned. |
| 5.6. Stimulates students to reflect on their own ideas and those of others. | 5.14. Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations. |
| 5.7. Uses appropriate questioning strategies to help students solve problems and think critically. | Standard 5. (Considerations for professional growth plan.) |
| 5.8. Manages student examination of social issues relative to course content, possible responses, and associated consequences. | |

Standard 6: Assesses and Communicates Learning Results: *The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, becomes self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

| | |
|--|---|
| 6.1. Selects and uses appropriate assessments. | 6.5. Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate. |
| 6.2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity. | 6.6 Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students. |
| <p>6.3. Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.</p> <p>6.4. Provides opportunities for students to assess and improve their performance based on prior assessment results.</p> | Standard 6. (Considerations for professional growth plan.) |

Standard 7: Reflects/Evaluates Teaching/Learning: *The teacher reflects on and evaluates teaching/learning.*

7.1. Assesses and analyzes the effectiveness of instruction.

7.3. Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.

7.2. Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.

Standard 7. (Considerations for professional growth plan.)

Standard 8: Collaborates with Colleagues/Parents/Others: *The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

8.1. Initiates collaboration with others and relates situations where collaboration with others will enhance student learning.

8.3. Articulates expectations for each collaborative event, e.g., time lines and responsibilities.

8.2. Discusses with parents, students and others the purpose and scope of the collaborative effort.

8.4 Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.

| | |
|--|---|
| 8.5 Secures and makes use of school and community resources that present differing viewpoints. | 8.8. Analyzes previous collaborative experiences to improve future experiences. |
| 8.6 Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds. | 8.9. Assesses students' special needs and collaborates with school services and community agencies to meet those needs. |
| 8.7. Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects. | Standard 8. (Considerations for professional growth plan.) |
| Standard 9: Engages in Professional Development: <i>The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.</i> | |
| 9.1. Establishes priorities for professional growth. | 9.4. Applies to instruction the knowledge, skills, and processes acquired through professional development. |
| 9.2. Analyzes student performance to help identify professional development needs. | 9.5. Modifies own professional development plan to improve instructional performance and to promote student learning. |
| 9.3. Solicits input from others in the creation of individual professional development plans. | Standard 9. (Considerations for professional growth plan.) |

Standard 10: Demonstrates Implementation of Technology: *The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.*

| | |
|---|---|
| 10.1. Operates a multimedia computer and peripherals to install and use a variety of software. | 10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction. |
| 10.2. Uses terminology related to computers and technology appropriately in written and verbal communication. | 10.7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction. |
| 10.3 Demonstrates knowledge of the use of technology in business, industry, and society. | 10.8. Requests and uses appropriate assistive and adaptive devices for students with special needs. |
| 10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations. | 10.9. Designs lessons that use technology to address diverse student needs and learning styles. |
| 10.5. Creates multimedia presentations using scanners, digital cameras, and video cameras. | 10.10 Practices equitable and legal use of computers and technology in professional activities. |

| | |
|---|--|
| 10.11. Facilitates the lifelong learning of self and others through the use of technology. | 10.15. Uses technology to support multiple assessments of student learning. |
| 10.12. Explores, uses, and evaluates technology resources, software, applications, and related documentation. | 10.16. Instructs and supervises students in the ethical and legal use of technology. |
| 10.13. Applies research-based instructional practices that use computers and other technology. | Standard 10. (Considerations for professional growth plan.) |
| 10.14. Uses computers and other technology for individual, small group, and large group learning activities. | |

Kentucky School for the Deaf Summative Conferencing Form

Appendix C

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analyses document is the summary of data collected for formative purposes such as: observat professional development activities, portfolio entries, products, units of study, etc.)

Evaluatee/Observee _____ Content Area _____ Grade(s) _____

Evaluator/Observer _____ Position _____

Date of Conference/(Analyses) _____ School _____

| Standards/Performance Criteria | Performance/Product/Portfolio Ratings | | | Professional Growth Activities |
|---|---|---------------|---------------|--------------------------------|
| | NOTE: More than one (1) rating may be checked | | | |
| | Meets | Growth Needed | Does Not Meet | |
| 1: Demonstrates Professional Leadership | | | | Discussed |
| 1.1 Builds positive relationships within and between school and community | | | | |
| 1.2 Promotes leadership potential in colleagues | | | | |
| 1.3 Participates in professional organizations and activities | | | | |
| 1.4 Writes and speaks effectively | | | | |
| 1.5 Contributes to the professional knowledge and expertise about teaching and learning | | | | |
| 1.6 Guides the development of curriculum and instructional materials | | | | |
| 1.7 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities | | | | |
| 1.8 Initiates and develops educational projects and programs | | | | |
| 1.9 Practices effective listening, conflict resolution, and group-facilitation skills as a team member | | | | |
| 1.10 Demonstrates punctuality and good attendance for all duties | | | | |
| 1.11 Adheres to school board policies and administrative procedures | | | | |
| 1.12 Adheres to the state professional Code of Ethics | | | | |
| Standard 1 Overall Rating for Summative Evaluation Form | | | | |
| 2: Demonstrates Knowledge of Content | | | | Discussed |
| 2.1 Communicates a breadth of content knowledge across the discipline(s) to be taught | | | | |
| 2.2 Communicates a current knowledge of discipline(s) taught | | | | |
| 2.3 Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines | | | | |
| 2.4 Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles | | | | |
| 2.5 Connects content knowledge to real-world applications | | | | |
| 2.6 Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught | | | | |
| 2.7 Analyzes sources of factual information for accuracy | | | | |
| 2.8 Presents content in a manner that reflects sensitivity to a multicultural and global perspective | | | | |
| 2.9 Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction | | | | |
| Standard 2 Overall Rating for Summative Evaluation Form | | | | |
| 3: Designs/Plans Instruction | | | | Discussed |
| 3.1 Focuses instruction on one or more of Kentucky's learning goals and academic expectations | | | | |
| 3.2 Develops instruction that requires students to apply knowledge, skills, and thinking processes | | | | |
| 3.3 Integrates skills, thinking processes, and content across disciplines | | | | |
| 3.4 Creates and utilizes learning experiences that challenge, motivate and actively involve the learner | | | | |
| 3.5 Creates and uses learning experiences that are developmentally appropriate for learners | | | | |
| 3.6 Develops and incorporates strategies that address physical, social, and cultural diversity and that show sensitivity to differences | | | | |
| 3.7 Arranges the physical classroom to support the types of teaching and learning that are to occur | | | | |
| 3.8 Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning | | | | |
| 3.9 Develops and implements appropriate assessment processes | | | | |
| 3.10 Secures and uses a variety of appropriate school and community resources to support learning | | | | |
| 3.11 Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative | | | | |

| | | | | |
|--|--|--|--|--|
| 3.12. Uses knowledge acquired from past teaching experiences to anticipate instructional challenges. | | | | |
|--|--|--|--|--|

Standard 3 Overall Rating for Summative Evaluation Form

4: Creates/Maintains Learning Climate

| | Meets | Growth Needed | Does Not Meet | Discussed |
|---|-------|---------------|---------------|-----------|
| 4.1. Communicates with and challenges students in a supportive manner and provides students with constructive feedback. | | | | |
| 4.2. Maintains positive classroom interaction by establishing appropriate expectations during group activities. | | | | |
| 4.3. Shows consistent sensitivity to individuals and responds to students objectively. | | | | |
| 4.4. Shows flexibility and creativity in the development of classroom processes and instructional procedures. | | | | |
| 4.5. Locates and organizes materials and equipment to create an enriched multimedia environment. | | | | |
| 4.6. Encourages and supports individual and group inquiry. | | | | |
| 4.7. Uses a variety of classroom management techniques that foster individual responsibility and cooperation. | | | | |
| 4.8. Analyzes and changes the classroom to accommodate a variety of instructional strategies. | | | | |
| 4.9. Works with colleagues to develop an effective learning climate within the school. | | | | |

Standard 4 Overall Rating for Summative Evaluation Form

5: Implements/Manages Instruction

| | Meets | Growth Needed | Does Not Meet | Discussed |
|---|-------|---------------|---------------|-----------|
| 5.1. Communicates specific goals and high expectations for learning. | | | | |
| 5.2. Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles. | | | | |
| 5.3. Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned. | | | | |
| 5.4. Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences. | | | | |
| 5.5. Provides opportunities for students to increase their knowledge of cultural similarities and differences. | | | | |
| 5.6. Simulates students to reflect on their own ideas and those of others. | | | | |
| 5.7. Uses appropriate questioning strategies to help students solve problems and think critically. | | | | |
| 5.8. Manages student examination of social issues relative to course content, possible responses, and associated consequences. | | | | |
| 5.9. Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction. | | | | |
| 5.10. Presents differing viewpoints when integrating knowledge and experiences across disciplines. | | | | |
| 5.11. Makes effective use of media and technologies. | | | | |
| 5.12. Makes efficient use of physical and human resources and time. | | | | |
| 5.13. Provides opportunities for students to use and practice what is learned. | | | | |
| 5.14. Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations. | | | | |

Standard 5 Overall Rating for Summative Evaluation Form

6: Assesses and Communicates Learning Results

| | Meets | Growth Needed | Does Not Meet | Discussed |
|--|-------|---------------|---------------|-----------|
| 6.1. Selects and uses appropriate assessments. | | | | |
| 6.2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity. | | | | |
| 6.3. Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program. | | | | |
| 6.4. Provides opportunities for students to assess and improve their performance based on prior assessment results. | | | | |
| 6.5. Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate. | | | | |
| 6.6. Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students. | | | | |

Standard 6 Overall Rating for Summative Evaluation Form

7: Reflects/Evaluates Teaching/Learning

| | Meets | Growth Needed | Does Not Meet | Discussed |
|--|-------|---------------|---------------|-----------|
| 7.1. Assesses and analyzes the effectiveness of instruction. | | | | |
| 7.2. Makes appropriate changes to instruction based upon feedback, reflection, and assessment results. | | | | |
| 7.3. Assesses programs and curricula; proposes appropriate recommendations and needed adjustments. | | | | |

Standard 7 Overall Rating for Summative Evaluation Form

8: Collaborates with Colleagues/Parents/Others

| | Meets | Growth Needed | Does Not Meet | Discussed |
|--|-------|---------------|---------------|-----------|
| 8.1. Initiates collaboration with others and creates situations where collaboration with others will enhance student learning. | | | | |

| | | | | | |
|---|---|--------------|----------------------|----------------------|------------------|
| 8.2 | Discusses with parents, students and others the purpose and scope of the collaborative effort | | | | |
| 8.3 | Articulates expectations for each collaborative event, e.g., time lines and responsibilities | | | | |
| | Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution. | | | | |
| 5 | Secures and makes use of school and community resources that present differing viewpoints | | | | |
| 6 | Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds | | | | |
| 8.7 | Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects | | | | |
| 8.8 | Analyzes previous collaborative experiences to improve future experiences | | | | |
| 8.9 | Assesses students' special needs and collaborates with school services and community agencies to meet those needs | | | | |
| Standard 8 Overall Rating for Summative Evaluation Form | | | | | |
| 9: Engages in Professional Development | | Meets | Growth Needed | Does Not Meet | Discussed |
| 9.1 | Establishes priorities for professional growth | | | | |
| 9.2 | Analyzes student performance to help identify professional development needs | | | | |
| 9.3 | Solicits input from others in the creation of individual professional development plans | | | | |
| 9.4 | Applies to instruction the knowledge, skills, and processes acquired through professional development. | | | | |
| 9.5 | Modifies own professional development plan to improve instructional performance and to promote student learning | | | | |
| Standard 9 Overall Rating for Summative Evaluation Form | | | | | |
| 10. Demonstrates Implementation of Technology | | Meets | Growth Needed | Does Not Meet | Discussed |
| 10.1 | Operates a multimedia computer and peripherals to install and use a variety of software | | | | |
| 10.2 | Uses terminology related to computers and technology appropriately in written and verbal communication | | | | |
| 10.3 | Demonstrates knowledge of the use of technology in business, industry, and society | | | | |
| 10.4 | Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations | | | | |
| 10.5 | Creates multimedia presentations using scanners, digital cameras, and video cameras | | | | |
| 10.6 | Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction | | | | |
| 10.7 | Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction | | | | |
| 10.8 | Requests and uses appropriate assistive and adaptive devices for students with special needs | | | | |
| 10.9 | Designs lessons that use technology to address diverse student needs and learning styles | | | | |
| 10.10 | Practices equitable and legal use of computers and technology in professional activities | | | | |
| 10.11 | Facilitates the lifelong learning of self and others through the use of technology | | | | |
| 10.12 | Explores, uses, and evaluates technology resources, software, applications, and related documentation | | | | |
| 10.13 | Applies research-based instructional practices that use computers and other technology | | | | |
| 10.14 | Uses computers and other technology for individual, small group, and large group learning activities | | | | |
| 10.15 | Uses technology to support multiple assessments of student learning | | | | |
| 10.16 | Instructs and supervises students in the ethical and legal use of technology | | | | |
| Standard 10 Overall Rating for Summative Evaluation Form | | | | | |

** NOTE: This column provides for one or more ratings. For example, an evaluatee might simply "meet" the performance criteria and that cell alone would be checked. Also, an evaluatee could "meet" the performance criteria yet "need growth" in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could "not meet" the performance criteria and "need growth". If the "does not meet" cell is checked, the cell "growth needed" must be checked.

Kentucky School for the Deaf
 Summative Evaluation Form for Teachers and Certified Staff

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation.)

Evaluatee _____ Grade/Content Area _____

Evaluator _____ Position _____

School _____

Date(s) of Observation(s) 1st _____ 2nd _____ 3rd _____ 4th _____

Date(s) of Conference(s) 1st _____ 2nd _____ 3rd _____ 4th _____

Teacher Standards:

1. Demonstrates Professional Leadership
2. Demonstrates Knowledge of Content
3. Designs/Plans Instruction
4. Creates/Maintains Learning Climate
5. Implements/Manages Instruction
6. Assesses and Communicates Learning Results
7. Reflects/ Evaluates Teaching/Learning
8. Collaborates with Colleagues/Parents/Others
9. Engages in Professional Development
10. Demonstrates Implementation of Technology

Ratings:

Meets

*Does Not Meet

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Overall Rating _____

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____

Evaluatee's Comments: _____

Evaluator's Comments: _____

To be signed after all information above has been completed and discussed:

Evaluatee: _____ Agree with this summative evaluation _____
 _____ Disagree with this summative evaluation _____ Signature _____ Date _____

Evaluator: _____ Signature _____ Date _____

Opportunities for appeal process at both the local and state levels are a part of _____
 _____ district evaluation plan.

Employment Recommendation to Central Office:

_____ Meets teacher standards for re-employment
 _____ Does not meet teacher standards for re-employment

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.

*Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

Kentucky School for the Deaf

Evaluation Appeals Hearing Request Form

I, _____ have been evaluated
by _____ during the current school year evaluation cycle. My
disagreement with the findings of the summative evaluation has been thoroughly
discussed with my evaluator.

I respectfully request the Kentucky School for the Deaf Evaluation Appeals Panel
hear my appeal.

My appeal challenges the summative findings on:

_____ substance

_____ procedure

_____ both substance and procedure

The date of the final summative evaluation was _____.

(A copy of the final summative evaluation and a written statement which details the disagreement
and the reason(s) for their disagreement must be attached to this form.)

The date the evaluator was notified of intent to appeal was _____

Signature: _____ Date: _____

[This form and required documentation must be presented in person or by mail to the
Superintendent no later than 10 work days after the final summative evaluation date.]

The Individual Corrective Action Plan is developed when an evaluatee receives a "does not meet" rating(s) on the Summative Evaluation OR when an immediate change is required in teacher behavior.

INDIVIDUAL CORRECTIVE ACTION PLAN for

Date _____

Work Site _____

| Standard No. | *Present PG Stage: | Growth Objective/ Goal(s) (describe desired outcomes) | Procedures and Activities for Achieving Goals and Objectives (including support personnel) | Appraisal Method and Target Dates |
|--------------|--------------------|--|---|-----------------------------------|
| | | | | |
| | | | | |
| | | | (attach more pages if necessary) | |

Evaluatee's Comments:

Evaluator's Comments:

| | | | |
|--|--------|--|--------|
| Individual Corrective Action Plan Developed: | | STATUS: Achieved _____ Revised _____ Continued _____ | |
| _____ | _____ | _____ | _____ |
| (Evaluatee's Signature) | (Date) | (Evaluatee's Signature) | (Date) |
| _____ | _____ | _____ | _____ |
| (Evaluator's Signature) | (Date) | (Evaluator's Signature) | (Date) |

*Professional Growth Plan Stages:

O=Orientation/Awareness A=Preparation/Application I=Implementation/Management R=Refinement/Impact

Kentucky School for the Deaf
Individual Professional Growth Plan

Name: _____ Date: _____ School Year _____

Identified School/District Improvement Plan Goal and/or Objective
(Individual Growth Plan must align with specific goals and objectives of school/district improvement plan.) :

| Present Professional Development Stage | Goal(s) | Objective(s) | Procedures and Activities | Additional Support | Expected Impact | Target Dates for Completion or Review |
|--|---------|--------------|---------------------------|--------------------|-----------------|---------------------------------------|
| | | | | | | |

Employee's Comments: _____

Supervisor's Comments: _____

Individual Growth Plan Developed:

| | | | |
|------------------------|-----------|------------------------|-----------|
| Annual Review: | Achieved; | Revised; | Continued |
| Employee's Signature | Date(s) | Employee's Signature | Date(s) |
| Supervisor's Signature | | Supervisor's Signature | |

**PROFESSIONAL CODE OF ETHICS FOR KENTUCKY
SCHOOL CERTIFIED PERSONNEL**

704 KAR 20:680

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. This administrative regulation establishes the code of ethics for Kentucky school certified personnel and establishes that violation of the code of ethics may be grounds for revocation or suspension of Kentucky certification for professional school personnel by the Education

Section 1. Certified personnel in the Commonwealth:

1. Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
2. Shall believe in the worth and dignity of each human being and in educational opportunities for all;
3. Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

To Students

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;
2. Shall respect the constitutional rights of all students;
3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
4. Shall not use professional relationships or authority with students for personal advantage;
5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
6. Shall not knowingly make false or malicious statements about students or colleagues;
7. Shall refrain from subjecting students to embarrassment or disparagement; and
8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

To Parents

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

To the Education Profession

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;
4. Shall not use coercive means or give special treatment in order to influence professional decisions;
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and
6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.